EDUN 320

Classroom Management

Summer 2012- Independent Study

(3 credits)

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**Class Wiki:** <hfedun320sum2012.wikispaces.com>

**Prerequisites:** Classroom Management (EDUN 320) is part of the Junior Block coursework. To be eligible for this course, students should have applied to the Holy Family University School of Education and received admission **or** a one-semester waiver. If you have any questions as to your eligibility for this course, please see Maria Rybicki in Office #444 ETC Building or contact her @ 267-341-3363.

**Required Text:**

Scarpaci, R. T. (2007). *A case study* *approach to classroom management.* Boston: Pearson Education, Inc.

**Additional Resources:** As assigned or distributed

**Course Description:**

The purpose of this course is to assist pre-service teachers in the examination of models for effective classroom management based on several theoretical approaches and other related research. The concurrent field practicum experience will provide students with practical experiences and approaches for dealing with classroom organization and management. Emphasis will be placed on pre-service teachers’ analyses of classroom management issues based on their observations and interactions with teachers and students in varied school sites. Students will develop an awareness of instructional activities for implementation in a classroom addressed in a library/Internet research-based assignment. This course will also provide a background in current research and theory on which each student will begin to develop his/her personal philosophy for classroom management that supports a variety of diverse needs and issues. Exposure to case studies inclusive of diverse student populations that encompass a broad range of personal needs and interests will enhance students’ critical reflection in their analysis and discussion of possible causes of identified classroom problems. In addition, shared alternative strategies as possible solutions to apply to the specific classroom situation will be discussed. A written analysis of a dilemma-based case study will demonstrate students’ development of important problem-solving and decision-making skills related to principles of classroom management.

**PDE Program Specific Guidelines**

The following Pennsylvania Department of Education Specific Standards

are addressed in this course:

**Knowing the Content**

Pre-service teachers will demonstrate the knowledge of fundamental concepts and competence in applying developmentally appropriate practices to meet the diverse needs of all elementary/secondary students including:

I.A. Growth, development and learning including:

* cognitive development and theories of learning
* oral and written language development
* typical and atypical physical growth and motor development
* social and personal development

I.I. Health, safety, and physical education instruction in accordance with the Pennsylvania Academic Standards including:

* personal, family, and community health and safety issues
* nutrition, wellness, and life-long healthy habits
* physical fitness, body coordination, the development of motor and manipulative skills and safety in physical activity settings
* role and value of play, games, and sports in child development
* substance abuse and dependency and AIDS education
* conflict resolution and school violence prevention

**Performance**

Pre-service teachers will demonstrate their knowledge and competence in fostering student learning by:

II.A. Managing the instructional environment

* creating a positive, inclusive learning environment
* establishing and maintaining rapport with all students
* communicating high learning expectations to all students
* establishing and maintaining fair and consistent standards of classroom behavior
* creating a safe physical environment that is conducive to learning

II.B. Planning of instruction based upon knowledge of the subject matter, learning theory, classroom environment, students, the community, and the Pennsylvania Academic Standards including:

* alignment of curriculum, instruction, and assessment
* multidisciplinary curriculum integration
* collaborating with appropriate subject area specialist

II.C. Computer-mediated communications and emerging technologies including:

* audio-visual hardware and other presentation tools
* productivity tools
* internet searches and electronic mail

II.D. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

* assessing, identifying, and building on the students’ prior knowledge, experiences, and skills in each content area
* problem analysis, creativity, problem-solving, and decision-making skills
* inquiry, direct instruction, and cooperative learning

II.E. Developing, utilizing, and communicating appropriate measurement and evaluation procedures in the instructional program

II. F. Monitoring students’ understanding of content, providing feedback to students and adjusting instructional strategies as needed

**Professionalism**

Pre-service teachers will demonstrate their knowledge of and competence in fostering professionalism in school and community settings including:

III.B. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania’s Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning

**PDE Professional Competencies**

This course also addresses the professional competencies associated with instructional certificates identified in Act 354.33.1.i.

(B) The pre-service teacher will understand how all students learn and develop, and can provide learning opportunities that support their intellectual, social, career, and personal development.

*This will be assessed by participation in class discussions, a written case study analysis assignment, personal philosophy paper, panel discussion, and a mid-term examination.*

(C) The pre-service teacher will understand how students differ in their ability and approaches to learning and create opportunities that foster achievement of diverse learners in the inclusive classroom.

*This will be assessed by participation in class discussions, panel discussion, and a written case study analysis assignment.*

(E) The pre-service teacher will understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

*This will be assessed by participation in class discussions, a written case study analysis assignment, mid-term examination, a personal philosophy of classroom management paper, panel discussion, and resource file assignment.*

(H) The pre-service teacher will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*This will be assessed by participation in class discussions, mid-term examination, and a written case study analysis assignment.*

(I) The pre-service teacher will think systematically about practice, learn from experience, seek the advice of others, draw upon educational research and scholarship, and actively seek out opportunities to grow professionally.

*This will be assessed by participation in class discussions, a written case study analysis assignment, panel discussion, and a personal philosophy of classroom management paper.*

**Specific Competencies:**

**Students who take this course will:**

1. Identify classroom management issues and develop potential approaches for managing the issue(s) or problem(s) based on their knowledge of learning theories applicable to the social and personal development of elementary/secondary students.
2. Contrast the major discipline models and discern appropriate practices based on an understanding of the models that create a positive and respectful learning environment.
3. Evaluate strategies and principles of classroom management and create a personal philosophy of classroom management that matches his/her individualistic teaching style.
4. Explain how the 5 components of domain 2 (classroom environment) can apply to accounts of critical incidents that interfere with the creation of a community of learners.
5. Identify issues that may be related to classroom management including diversity of culture or race, gender, religion, and special needs learners.
6. Master the basic skills of observing, questioning, comparing, and intuiting to create personally appropriate ways of reflecting about and acting on problems possibly encountered in future classroom practice.
7. Become familiar with diagnostic, formative, and summative instruments of assessment to monitor and evaluate a classroom problem or issue.
8. Become familiar with personal, family, community health and safety issues and their relationship to children’s behavior in the classroom.
9. Apply problem-solving and decision-making skills to issues/problems with classroom management and use problem analysis and creativity to develop potential approaches for managing the issues or problems.
10. Become familiar with library research tools including Internet searches to locate appropriate strategies related to topics dealing with organizational/management skills.
11. Examine methods of managing a safe classroom environment including conflict resolution and school violence prevention strategies.
12. Become aware of the *Pennsylvania Code of Professional Practice and Conduct for Educators* as it applies to a teacher’s professional behavior dealing with student management issues.
13. Demonstrate an ability to communicate effectively in written format with a high quality of standards expected of a professional in the field.

**Policies**

**Academic Honesty:** Holy Family University expects from its students the highest standards of honor and integrity in meeting their academic responsibilities. Violations of standards cannot be tolerated at Holy Family University and will result in sanctions, including possible dismissal from the university.

Plagiarism is another form of cheating, as well as a serious breach of academic honesty.

See the **Academic Honesty** section of the *Holy Family* *University Undergraduate Catalog.*

* **Disabilities Services for Students:** An office to facilitate accommodations for students with disabilities is located with the Counseling Center in Rooms 220-223 in the Campus Center at the Northeast Philadelphia Campus (215-637-7700, ext. 3232). Otherwise qualified students with documented disabilities (physical, learning, psychological) who intend to seek accommodations in accordance with the Americans with Disabilities Act of 1990 (ADA) and/or Section 504 of the Rehabilitation Act of 1973 should contact this office before the semester begins. Specific information regarding disabilities accommodations can be found in the policies and procedures section of the Student Handbook.

See the **Disabilities Services for Students** section of the *Holy Family University Undergraduate Catalog.*

**Attendance:** Students are expected to attend all classes regularly and may not absent themselves except for illness or some other serious matter. In any semester absences equal to twice the number of weekly contact hours of a given class are deemed excessive. Final grades and/or receipt of academic credit may be jeopardized by excessive absences.

See the **Attendance** section of the *Holy Family University Undergraduate Catalog.*

It is the students’ responsibility to contact the instructor via e-mail or voice mail about missed classes and obtain notes/handouts from a colleague and submit missed assignments upon first day return to class.

**Note of Interest:**

* Please follow guidelines in the APA Publication Manual (6th edition) for all written assignments.
* Please refrain from cell phone usage, including text-messaging during class.

**Course Requirements:**

1. Attendance/Participation - 5%
2. Various Assignments – 10%
3. Classroom Management Model Presentation and Discussion – 15%
4. Philosophy of Classroom Management Paper – 10%
5. Resource File – 20% (15% for binder and 5% for oral *in-class* presentation)
6. Mid-term Examination – 20%
7. Case Study Analysis – 20%

Detailed descriptions and accompanying rubrics for each assignment will be distributed and discussed in class.

**Description of Course Requirements:**

1. ***Attendance/Participation/ Various Assignments***

* Regular attendance and punctuality are required at all meeting sessions.
* Any assignment is to be ready for the day assigned or on day of online sharing in order to participate in the discussion.

1. ***Classroom Management Model Discussion Presentation***

* This assignment requires study of one classroom management model and presentation to the others.

[Please note: The original publication of the theorist as well as the pros and cons of the model should be explored and shared.]

1. ***Philosophy of Classroom Management Paper***

* The field practicum experience hopefully enabled you to understand yourown basic beliefs about classroom management.
* A personal philosophy of classroom management will be expressed using the five components of Domain 2 of C. Danielson’s Components of Professional Practice as your guide as well as reference to any models of managing student behavior that were discussed or explored.

1. ***Resource File***

* A collection of classroom management ideas (1 idea for each of the 5 major components of Domain 2 – total of 5) will be incorporated in a “binder” or “wiki”.
* These “treasured tips” are to be gleaned from the Internet.
* A sharing of “**one**” idea should be presented in an interactive and creative way to the others on the assigned date.
  1. ***Mid-term Examination***
* The exam will focus on assigned text readings, theorists, discipline models, handouts, and class discussions.

1. ***Written Case Study Analysis***

* This assignment will enable you to critically reflect on a case study’s content and further construct practical knowledge and beliefs in order to “make meaning” of a practical dilemma you may face. This exercise helps you to trust your intelligence, skill, and competence in making a decision about the actions you would take in this situation.

**Components of Professional Practice**

**Domain 2: The Classroom Management**

**Component 1: Creating an Environment of Respect and Rapport**

-cultivating a caring classroom climate

-maintaining positive teacher-student interactions .

-involving students so that they become caring members of the learning community

-valuing students as individuals .

-accepting with respect each student's needs and personal growth

**Component 2: Establishing a Culture for Learning**

-supporting positive attitudes toward learning

-communicating high expectations that support optimal learning for all students as individuals and as a group

-providing instructional tasks that are interesting, engaging, and challenging, as well as ensuring all students an opportunity to experience success

-eliciting students' efforts while fulfilling their academic achievements

-encouraging students to be risk-takers when accomplishing academic tasks

-assisting students in establishing learning goals

**Component 3: Managing Classroom Procedures**

-demonstrating instructional and non-instructional management skills (such as preparation of materials, good organization, smooth transitions from one activity to another, good pacing, clear and precise directions, student accountability, distribution and collections of supplies, establishment and consistency of routines and procedures, etc.)

-arranging the students for efficient movement as well as to facilitate selected instructional activities

-assisting classroom volunteers and paraprofessionals with the structure involved jn their classroom participation

**Component 4: Managing Student Behavior**

-monitoring. and reinforcing behavioral expectations that help students examine their behavior and its effect on themselves and others

-reinforcing students' awareness of the rules and procedures and the consequences for violating them

-demonstrating consistency in employing consequences

-offering students a choice either to continue or discontinue an inappropriate behavior

**Component 5: Organizing Physical Space**

-providing a safe, secure, and. supportive learning environment

-arranging the seating pattern to monitor all students

-avoiding congestion in high traffic areas

-making provisions for students' visual and physical accessibility to supplies and equipment -giving careful consideration to wall and floor space and learning centers in order to facilitate different kinds of instructional activities, accessibility for interaction, and efficiency of movement

-arranging learning centers with an awareness ofvisibility and accessibility